

AN ANALYSIS OF THE DROP-OUTS OF THE

CLASSES OF 1955 AND 1956 AT

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By
David L. McInroe
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APPROVED BY:

Carl K. Green Deputy Rockwater

(Date 7-14-61) Ronald L. Naler

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.	ii
LIST OF TABLES.	iv
Chapter	
I. INTRODUCTION AND GENERAL OBJECTIVES	1
Organization of Guidance Services	
Goals of Guidance Services	
General Objectives	
II. SPECIFIC OBJECTIVES AND RELATED STUDIES	4
Characteristics of Drop-outs	
Reasons for Departure	
Specific Objectives	
III. PRINCIPLES AND PROCEDURES	12
Classifications of Drop-outs	
Selection of Drop-outs	
Location of Record	
Preparation of Questionnaire	
IV. RESULTS AND CONCLUSIONS	16
Categorization of Classes	
Reasons for Departure	
Evaluations of Eastern	
V. SUMMARY	36
Future Study	
APPENDIX.	41
BIBLIOGRAPHY.	45

LIST OF TABLES

Table	Page
1. Selected Criteria Related to Withdrawal.	7
2. Reasons Given for Dropping Out From Pasadena City College	8
3. Reasons Given for Dropping Out From the State College of Washington.	10
4. Analysis of Entering Freshman Class, Fall, 1955. . . .	17
5. Analysis of Entering Freshman Class, Fall, 1956. . . .	17
6. Entering Freshman Classes of Fall, 1955 and 1956 . . .	18
7. Percentage of Difference Between Classes of 1955 and 1956	19
8. Initial Contact Returns.	20
9. Follow-up Contact Returns.	21
10. Total Returns for Both Contacts.	21
11. Reasons Given by Drop-outs for Departure	22
12. Combinations Given by Drop-outs for Leaving School . .	23
13. Per cent of Men and Women Responding to Each Enumerated Reason.	25
14. School to Which Drop-outs Transferred.	25
15. Course Taken at the Schools to Which the Drop-outs Transferred.	26
16. Reasons Given by Students for Transferring to Another School	26
17. Drop-out Evaluation of Programs at Eastern Illinois University	29

CHAPTER I

INTRODUCTION AND GENERAL OBJECTIVES

Curriculum may be defined as "a sequence of potential experiences set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting."¹ Applying this definition of curriculum, one may further divide it into a dichotomy; one is that aspect of the curriculum which is concerned with instruction, and the second is that aspect of the curriculum called pupil personnel services which is not primarily concerned with instruction. It is within a subdivision of pupil personnel services, namely guidance services, that the subject matter of this paper fits.

Guidance has become one of the common words in our schools. Its growth has been due mainly to changing sociological conditions, to a new concept in psychology called individual differences, and to new scientific methods for studying individuals. But more important, the value system of our democratic society demands the existence of guidance services in our schools.

A primary tenet of democracy is the supreme worth of the individual. As our society has become more and more complex, it seems logical and apparent that individuals have become more perplexed. Since in a democracy the emphasis is placed on the plenary development of the individual,

¹B. Othanel Smith, William O. Stanley, J. Harlan Shore, Fundamentals of Curriculum Development, (New York: World Book Company, 1950), p. 3.

value was necessarily placed on an innovation which can assist distraught individuals with their problems. As a result, guidance services have emerged in our schools to aid the democratic youth. It is this implementation of democratic values that justifies guidance.

Within a guidance system of a modern school, various programs aim to assist the individual pupil. Some of these are counseling, testing, remedial classes (sometimes considered instructional), and follow-up studies. Though the specific objectives of these programs are not the same, the general objective is similar. This general objective is "to enable each individual to understand his abilities and interests, to develop them as well as possible, to relate them to life goals, and finally, to reach a state of complete and mature self-guidance as a desirable citizen of a democratic social order."²

The general objective of this paper is to provide information which might help Eastern Illinois University meet the needs of its students. If the needs of the students are met, the general objectives of guidance and programs of guidance are better implemented.

The purpose here is not to elaborate on--or, more specifically--to delineate the axiological implications, the organizations and the principles or goals of guidance. But it is suggested that the general objectives of guidance services and programs within guidance services are generally similar--or if not generally similar--at least definitely related.

The present concern is a presentation of a type of study called a follow-up. A follow-up study of school-leavers is that aspect of guidance which is usually employed for at least two basic reasons:

²A.E. Traxler, Techniques of Guidance (New York: Harper and Brothers, 1945), p. 3.

It is used to gather data for utilization in evaluating the instructional and guidance programs of the local school. A second purpose of follow-up studies of school-leavers is to gather information of general interest concerning those who have left. Such studies are intended to help all social agencies, including schools, deal with the problems of youth more intelligently.³

³Ibid., pp. 318-19.

CHAPTER II

SPECIFIC OBJECTIVES AND RELATED STUDIES

Now that the foundation of the present study has been verbally constructed, a movement from the realm of generalities to specifics is in order. The specific objectives of this paper are the following.

1. To present a follow-up study which has sought to determine the reasons for student departure from Eastern Illinois University.
2. To establish a categorical pattern for two classes of entering freshmen.
3. To obtain some evaluation from these departed students relative to various programs offered to the students of Eastern Illinois University.

In order that the general objective of this study--which is necessarily linked to the specific objectives--be realized, it will be necessary for someone who is in a position to initiate adjustments to evaluate this study. If the evidence of the study is deemed valuable, it is hoped that necessary adjustments may be initiated which are helpful in meeting the needs of future students so that their personal and social adjustments might be enhanced.

Before presenting the results of this study, it may be beneficial to look into past studies and research concerning the nature of student withdrawal or drop-outs.

Student withdrawal has for many years been a major problem confronting colleges and universities. In a study made by McNeely,

It was found that out of every 1,000 students who entered public controlled colleges, 513 graduated. This means 487 students, or 48.7 per cent, withdrew from the institutions of higher education represented in the investigations prior to completing the requirements for graduation.⁴

A first consideration of the nature of a drop-out would be information which might characterize a group of drop-outs. One study completed at Indiana University was primarily concerned with the characteristics of those persons who enrolled as freshman students but who withdrew prior to the completion of graduation requirements. Those students who transferred into Indiana University were excluded. Some pertinent characteristics of the majority were the following.

1. Had a ratio of 5.6 men to 4.4 women.
2. For the most part had no financial assistance through G. I. Bill or scholarships.
3. Came from families whose parents had attained an average formal education equivalent to high school graduation.
4. Were, in many instances, the only child, but roughly half of them were from average size families.
5. Participated in many extra-curricular activities while attending high school.
6. Entered Indiana University at an average age of between 18 and 19.
7. Were single when enrolling and withdrawing.
8. Made average scores on the classification examination which placed them in the upper half of the second quintile.
9. Frequently withdrew from courses entered.
10. Made many failing grades.
11. Seldom repeated courses once failed.
12. Had a mean grade point average of 0.777.
13. Participated in few college extra-curricular activities including part-time work.
14. Withdrew at the end of the semester rather than at the middle of the semester.
15. Withdrew in the greatest number during the freshman year.
16. Had an average of two jobs since leaving school.
17. Were reasonably satisfied with their jobs.⁵

⁴J. H. McNeely, "College Student Mortality," Bulletin No. 11, 1937, (Washington, D. C.: United States Office of Education, 1938), p. 8.

⁵Charles Koelsche, "A Study of the Student Drop-out Problem at Indiana University," Journal of Educational Research, Vol. XLIX, No. 1 (1955), pp. 362-63.

The foregoing study gives us some insight into the general characteristics of the drop-out. It mentions very little relative to entrance test scores and grade point averages in high school and college. It may be of value to compare students who have withdrawn from college to those who have continued in terms of abilities and averages.

One study in a midwestern college in 1952-53,

Consisted of testing the null hypothesis that there are no statistically significant differences in the performance of those students who withdrew and those who continued on certain selected criteria considered related to withdrawal. The criteria chosen against which the two groups of students are compared are: high school average, age, performance on the American Council on Education Psychological Examination; (Q, L, and T scores, 1948 College Edition); Cooperative English Test; and academic average made at W. U."⁶

The information is presented in Table 1 for clarity and brevity.

It is noted that the group which withdrew was lower in all criteria except age.

Though Table 1 suggests the scope and characteristics of drop-outs, it has circumvented the crux of the problem, namely, the reasons for student withdrawal. Research had been done along these lines, but most authorities suggest that research has been inadequate. Tables 2 and 3 contain information which represent attempts to discover the reasons for withdrawal. Though the studies are not identical to the present study, they are comparable.

The reasons for withdrawing from school are multiplicitous. 'Indiana State Teachers College conducted investigations of 1196 drop-outs and found 26.6% had left school to enter the armed forces. Among other reasons for withdrawal, one finds that 19.5% left I. S. T. C. to take employment, 13.8% left on account of ill health, and 6.8% transferred to other schools.' 'In a similar survey of

⁶Emma Bragg, "A Study of Student Withdrawal at W. U.," Journal of Educational Psychology, Vol. XXIX, (April, 1956), pp. 199-202.

TABLE I
SELECTED CRITERIA RELATED TO WITHDRAWAL

Criterion	Continued Group	Withdrawal Group	Difference
1. High School Average	87.59	85.05	2.54
2. Mean Age	18.73	19.12	.39
3. Entrance Test Scores (Per cent Scoring Above)
A. A. C. E.
1. L-20%	80.00	62.00	18.00
2. L-50%	42.00	34.00	8.00
3. L-75%	20.00	18.00	2.00
4. Q-20%	80.00	75.00	5.00
5. Q-50%	58.00	47.00	11.00
6. Q-75%	35.00	23.00	12.00
7. T-20%	77.00	63.00	14.00
8. T-50%	51.00	34.00	17.00
9. T-75%	26.00	22.00	4.00
B. Coop English Test
1. T-20%	73.00	56.00	17.00
2. T-50%	39.00	20.00	19.00
3. T-75%	20.00	13.00	7.00
4. Mean Grade (W. U.)	1.45	0.62	0.83

247 drop-outs from Depauw University between 1948-49, it was found that thirty were dropped for low scholarship, twenty-nine had a change of interest, twenty-eight withdrew for financial reasons, twenty-seven (all freshmen and sophomores) left to be married.' 'At Lincoln Junior College in Kansas City in a recent year, half of the freshmen drop-outs stated they were leaving because they did not know what they wanted to do.'

Another study at Pasadena City College which employed the survey method obtained the following information as causes for dropping out. The categories are listed in descending occurrence.

TABLE 2
REASONS GIVEN FOR DROPPING OUT FROM PASADENA CITY COLLEGE

Reasons Given By Drop-outs For Withdrawing From School	Men	Women	Total
Financial.	61	19	80
Full-time Job.	47	24	71
Health	19	15	34
Poor Grades.	19	12	31
Family Responsibility.	17	12	29
Change of goal	17	9	26
Not Interested in School	12	13	25
Marriage	9	11	20
Armed Forces	16	0	16
Course Wanted Not Offered.	8	0	8

⁷R. Baird Shuman, "College Drop-outs: An Overview," Journal of Educational Sociology, Vol. XXIX, (April, 1956), pp. 347-48.

It would appear that if such reasons as financial, marriage, full-time jobs, and family responsibilities were consolidated, money problems would account for 58.8 per cent of the reasons for leaving school. Scholastic difficulties, as indicated by poor grades, non-interest in school, change of goals and courses wanted not offered would account for 26.4 per cent, and poor health and entrance in the armed forces would account for 14.8 per cent.⁸

As part of another extensive study of drop-outs at Grambling College in 1953-54, the survey method of obtaining information was utilized. The following was concluded.

The lack of finance was the outstanding factor precipitating the withdrawal of students. Among other factors involved in student withdrawal were: dislike for Grambling College, marriage, to join the armed forces, family difficulties, pregnancies, and health.⁹

A study at the State College of Washington which employed counseling sessions and interviews with 98 students to collect information concerning drop-outs obtained the data presented in Table 3 (page ten). Though drop-out students gave more than one reason in this study, "the study could be dichotomized as follows: about 42% dropped out mainly because they couldn't meet academic requirements, 58% dropped out because of economic, social, or personal reasons."¹⁰

Another author suggests that the obvious reasons for drop-outs are sickness, academic failure, financial problems, and general personal problems of adjustment. But the study suggests that these are not the

⁸Milton Mohs, "A Study of Drop-outs From Pasadena City College, 1956," Junior College Journal, Vol. XXVII, (December, 1956), pp. 206-10.

⁹C. A. Berry and A. L. Jones, "Factors Involved in the Withdrawal of Students from Grambling College at or Before the End of the Freshman Year," Journal of Negro Education, Vol. XXV, (Fall, 1956), p. 446.

¹⁰Roger Yoshino, "College Drop-outs at the End of the Freshman Year," Journal of Educational Sociology, Vol. XXXII, No. 1, (1958), p. 44.

TABLE 3

REASONS GIVEN FOR DROPPING OUT FROM
THE STATE COLLEGE OF WASHINGTON

Reason	Per Cent
1. Lack of preparation in high school.	51
2. Inadequate finances	39
3. No clear-cut field of interest.	33
4. Poor study habits	29
5. Had to take courses not interested in	27
6. Marriage.	22
7. Discouragement on account of grades	18
8. Planned to attend college for one year only . . .	13
9. Unhappy personal adjustment	16
10. Lack of academic ability.	13
11. Misconception of college.	11
12. Not enough courses interested in.	11
13. Could not make house grades	11
14. Transfer to another college	11
15. Homesick.	04

real reasons. The author indicates that students are astonished with batteries of intelligence, aptitude and diagnostic psychological tests within a space of two or three days.

These students are looking for a friendly, not a competitive atmosphere hostile with new standards, tests, and measurements. The freshman does not feel that he is treated as an individual during the orientation week. Many of the seeds of discontent that lead to drop-outs among freshmen are sown during the first weeks of college.¹¹

¹¹Walter Nardelli, "An Analysis of Drop-outs of Freshmen," Junior College Journal, Vol. XXIX, No. 6, (1959), p. 322.

In studying these reports, one might conclude:

1. The same general reasons for departure seem to occur in most studies.
2. There is much disagreement as to the most frequent cause for departure.
3. The disagreement could be the result of a multitude of circumstances including such things as the structure of the questionnaire, the heterogeneity of the clients, rationalizations, projections, compensation, embarrassment and fear.
4. At best, the reason given probably represents an effort by the drop-out to present the conscious forces motivating his departure from school.

CHAPTER III

PRINCIPLES AND PROCEDURE

The idea which was first conceived was to present a complete analysis of all the drop-outs from Eastern Illinois University by the employment of a questionnaire-type survey. However, after further consideration it was thought that a complete analysis would be impractical because of the limited amount of time and the limited number of research workers for the particular project. Though a complete analysis would have been propitious, it would have involved a contact with every student who had entered in the fall quarters of 1955 and 1956 and had dropped out before the graduation of their respective class.

After careful consideration, it was concluded that those who dropped out could be classified generally into the following categories:

1. Those students who voluntarily dropped, but were not on probation.
2. Those students who voluntarily dropped, but were on probation.
3. Those students who were automatically dropped because of low scholarship.
4. Those students who had dropped along the way but had come back and were still in school at the time this study began.

Of these four groups of drop-outs, there was one group for which very little information was available. This was Group I, those students who had dropped voluntarily, but were not on probation. It was decided that this group would be the prime concern of the project.

The decision to study Group I was the result of several factors. First, as has been mentioned, this group was the one group for which very little information was available. By examining the permanent record one could obtain information relative to Groups II, III, and IV. That is to say that for Group II, one could see by examining the record that such-and-such a student was on probation when he left school. In like manner, when a member of Group III was dropped because of low scholarship, this had been indicated on the permanent record. Since Group IV was still in school, one could obtain information concerning this group by going to the active file. Second, since the questionnaire-type of survey was to be employed, it was realized that all possible precautions must be taken in order to insure a valid return. Being aware of the idea that a failing or probationary status in school is often a social stigma, a questionnaire sent to a drop-out who had failed or was on probation would lessen the chances for valid results. This is thought to be true because drop-outs who failed or were on probation would be more likely to rationalize in giving reasons for leaving school. It is also probably more true than false that if the failing or probationary student were asked to evaluate the school he would feel more hostility toward the school and it seems reasonable to assume that this hostility would become manifest in his evaluation. Since those in Group I were neither on probation nor had been dropped for low scholarship, and were more of a "neutral" group, it seemed that they would be less inclined to rationalize their behavior. Third, as mentioned before, a limitation of time and workers made it impractical to send questionnaires to the total drop-out population.

The freshman classes entering in the fall of 1955 and the fall of 1956 were chosen because this would permit a study over a period of four

years for each class. It would permit students who entered at this time to graduate. Students who transferred into Eastern Illinois University from other schools were excluded from the study because of the meager possibility of locating the record of each transfer student.

The master lists of freshmen entering in the fall quarters of 1955 and 1956 were obtained from the Records Office. Duplicates were made from these and the duplicates served as the guides by which to locate the permanent records.

The permanent record was used for four reasons:

1. It indicated the status of the drop-out, that is, probation, failure, or graduation.
2. The home address was on the permanent record and this address was the latest one available.
3. The permanent record made locating information pertaining to the drop-out comparatively easy.
4. It insured that no questionnaire was sent to those who had graduated. A drop-out questionnaire to one who had graduated could have been embarrassing.

As the location of drop-outs progressed through the inactive records, it soon became apparent that records of two types of students could not be found. The first type was those girls who had married. The name on the original master list was no longer the same as the name on the permanent record which had been changed to the married name. Another index was used to discover the married name and then the record was located. The second type was those students from the freshman classes of 1955 and 1956 who were still in school. The active file was examined and the records of these students were located and the appropriate information was noted.

While the location of records was in progress the creation of the questionnaire and letter was being accomplished. As was indicated in the specific objectives, the questionnaire sought two basic aims: the reasons for departure and an evaluation of the various programs at Eastern Illinois University.

Upon completion of the location of records and the categorization of the obtained information, the addresses of drop-outs were typed on large envelopes. Placed into the large envelopes were a questionnaire, letter, and a smaller, stamped, self-addressed return envelope.

The materials were mailed in early March of 1961. The majority of questionnaires were returned within three weeks, although a few trickled in for some time thereafter. At this time it was decided that a follow-up letter was necessary to increase the percentage of returns. A follow-up letter was written and it was mailed with the same questionnaire and materials as before. Samples of the questionnaire, the initial letter and follow-up letter are in the appendix.

Within three weeks of the mailing of the follow-up letter, most of the returns were complete. Again, a few sporadically answered. Around the middle of June, 1961, a careful compilation of the returns was made. The next chapter will consider the results of that compilation.

CHAPTER IV

RESULTS AND CONCLUSIONS

The results are presented largely in table form, and accompanying each table there is some explanation and general conclusions. By presenting the results in this manner, it is believed that interpretation will be clarified and condensed.

Before proceeding with the returns per se, it will be enlightening to establish a categorical pattern of the total population of the classes of 1955 and 1956. After the analysis of each class, they will be combined and the same analysis performed on the combination as for each individual class.

Table 4 indicates what eventually happened to 789 students who entered Eastern Illinois University in the fall quarter of 1955. It should be noted that it was not necessary for one to graduate within four years to be counted as a graduate. Anyone was counted as a graduate if he had done so by fall of 1960. Compilations were done in this way because the records were processed in the fall of 1960. For the same reason, anyone whose record was in the active file was counted as one who was presently enrolled. Inaccessibility of a record is most likely due to a student's official enrollment, but a withdrawal before a permanent record was made.

Table 5 indicates what eventually happened to 761 students who entered Eastern Illinois University in the fall quarter of 1956.

TABLE 4

ANALYSIS OF ENTERING FRESHMAN CLASS, FALL, 1955

Categories	Number	Per Cent
1. Graduated before fall quarter, 1960	339	43.1
2. Voluntarily dropped, but not on probation . . .	204	25.7
3. Voluntarily dropped, but on probation	115	14.6
4. Dropped because of low scholarship.	90	11.6
5. Were in school during fall quarter, 1960. . . .	16	2.0
6. Inaccessibility of record	23	2.7
7. Died while in school.	2	0.3
Total Students, entering freshmen, fall of 1955	789	100.0

TABLE 5

ANALYSIS OF ENTERING FRESHMAN CLASS, FALL, 1956

Categories	Number	Per Cent
1. Graduated before fall quarter, 1960	266	34.9
2. Voluntarily dropped, but not on probation . . .	185	24.3
3. Voluntarily dropped, but on probation	117	15.5
4. Dropped because of low scholarship.	118	15.5
5. Were in school during fall quarter, 1960. . . .	60	7.9
6. Inaccessibility of record	14	1.8
7. Died while in school.	1	0.1
Total students, entering freshmen, fall of 1956	761	100.0

Table 6 indicates what eventually happened to 1550 students who entered Eastern Illinois University in the fall quarters of 1955 and 1956. It is a combination of Tables 4 and 5.

TABLE 6
ENTERING FRESHMAN CLASSES OF FALL,
1955 AND 1956

Categories	Number	Per Cent
1. Graduated before fall quarter, 1960.	605	39.0
2. Voluntarily dropped, but not on probation. . . .	389	25.0
3. Voluntarily dropped, but on probation.	232	15.1
4. Dropped because of low scholarship	208	13.5
5. Were in school during fall quarter, 1960	76	4.9
6. Inaccessibility of record.	37	2.3
7. Died while in school	3	0.2
Total students, freshmen, fall quarters of 1955 and 1956	1550	100.0

Table 7 indicates the percentage differential between the two entering freshmen classes in the fall quarters of 1955 and 1956.

It would first appear that the large differential between those who graduated in 1955 and 1956 is a significant difference. However, 7.9 per cent of the class of 1956 is still in school as compared to only 2.0 per cent of the class of 1955. It seems reasonable to assume that enough of those still in school from the class of 1956 will eventually be graduated to reduce the difference in percentage of graduates between the two classes.

TABLE 7

PERCENTAGE OF DIFFERENCE BETWEEN
CLASSES OF 1955 AND 1956

Categories	1955	1956	Percentage of Difference
1. Graduated before fall quarter, 1960	43.1	34.9	8.2
2. Voluntarily dropped, but not on probation	25.7	24.3	1.4
3. Voluntarily dropped, but on probation	14.6	15.5	0.9
4. Dropped because of low scholarship	11.6	15.5	3.9
5. Were in school during fall quarter of 1960	2.0	7.9	5.9
6. Inaccessibility of record	2.7	1.8	0.9
7. Died while in school	0.3	0.1	0.2
Total students, percentage difference in <u>number</u>	789.	761.	1.8

It is interesting to note that for the two classes combined, the percentage of those who were on probation when they dropped and those who were dropped for low scholarship is only a little more than the percentage of those who dropped voluntarily and were not on probation.

To infer solely that those who dropped while on probation did so because of probation would not be logical deduction. However, to say that probationary status for some may have been one of the reasons for a decision of withdrawal seems to be a fairly valid assumption.

In processing the records, it was noted that several of those who were still in school were men who had dropped out three or four years earlier to complete military obligations. After termination of obligations, they had returned to Eastern to seek their degrees.

To note that there is a 3.9 per cent differential between the two classes for those students who were dropped because of low scholarship is interesting. However, to make any assumptions on the basis of such little information as is presented here would be erroneous. In the remainder of the categories, there seems to be a fair consistency for both classes.

If one considers the total drop-outs for the two classes, which includes those who voluntarily dropped but were not on probation, those who voluntarily dropped but were on probation, and those who were dropped because of low scholarship, one might be surprised to see that 53.6 per cent of the two classes constitute the drop-out population.

Before presenting the returns, it should again be mentioned that the questionnaires were sent to those students who voluntarily dropped out of school but were not on probation. All subsequent information presented pertains to this particular group of drop-outs.

The following series of tables presents information concerning the percentage return of the questionnaires.

TABLE 8
INITIAL CONTACT RETURNS

Returns	Per Cent
Total Questionnaires Mailed.	389.0
Per cent Mailed Back Because of Wrong Address.	7.2
Per cent Return of Total Questionnaires Mailed	42.2
Per cent Return for Those Who Received Questionnaire	45.4

TABLE 9
FOLLOW-UP CONTACT RETURNS

Returns	Per Cent
Total Questionnaires Mailed.	192.0
Per cent Mailed Back Because of Wrong Address. . . .	5.2
Per cent Return of Total Questionnaires Mailed . . .	40.1
Per cent Return for Those Who Received Questionnaire	42.3

TABLE 10
TOTAL RETURNS FOR BOTH CONTACTS

Returns	Per Cent
Total Questionnaires Mailed.	389.0
Per cent Mailed Back Because of Wrong Address. . . .	9.7
Per cent Return of Total Questionnaires Sent	61.9
Per cent Return for Those Who Received Questionnaire	68.6

The preceeding tables are rather self-explanatory. However, one thing should be mentioned. The returns were broken down into initial contact returns and follow-up contact returns to illustrate the value of a follow-up. The initial return for those who received the questionnaire was 45.4 per cent. The total return was 68.6 per cent. The follow-up brought an additional 23.2 per cent return or a little more than half again of the initial return.

The next table indicates the reasons that drop-outs gave for leaving school. Most of the ex-students gave reasons which were explicitly enumerated on the questionnaire. (See appendix) However, some had reasons which were not enumerated and they gave their reasons in the space provided.

It is also significant to mention that many of the drop-outs gave more than one reason for leaving, all of which are included in the table.

TABLE 11
REASONS GIVEN BY DROP-OUTS FOR DEPARTURE

Reasons	Number	Per Cent
a. To pursue another occupation or profession not requiring more school.	42	17.4
b. For financial reasons.	57	23.6
c. To go into the armed forces.	10	4.1
d. To get married	75	31.1
e. Because of poor health	16	6.6
f. To take a rest from my studies	5	2.0
g. To take care of problems or responsibilities at home	26	10.8
h. To transfer to another school of any type.	63	26.1
i. Other reasons (To be considered separately).	32	13.3

Though drop-outs giving more than one reason for leaving school are included in the table above, the following table indicates the combinations used by those students giving more than one reason. That is to say, seven students gave both reasons "a" and "b" for leaving school. The small letter corresponds to the reasons in the above table. Approximately sixty people answered in combination.

TABLE 12
COMBINATIONS GIVEN BY DROP-OUTS
FOR LEAVING SCHOOL

Combination	Number	Combination	Number	Combination	Number
ab	7	abh. . . .	1	bgh. . . .	3
ad	6	bc	4	cg	1
ae	1	bd	10	de	1
ag	1	be	3	dh	4
ah	1	bg	5	dfg. . . .	1
abd. . . .	2	bh	1	ef	3
abg. . . .	2	beg. . . .	1	efh. . . .	1

As has been mentioned, the questionnaire was sent to this group of drop-outs in hopes that ego-defense mechanisms might be kept at a minimum. It is likely, however, that some are present. This type of defense makes true conclusions difficult because they would be built on false premises. However, some "non-speculative" comments are made.

The writer noted that many of those who left to pursue another occupation or profession not requiring further schooling were people who began teaching on a two-year provisional certificate.

Seventy-five gave marriage as a reason for leaving school. A glaring difference appears when compared with the study made at Depauw University which may be recalled from Chapter II. The study at Depauw specifically mentioned that no men gave marriage as a reason for departing. In this study, the writer noted that approximately one-fifth of those drop-outs giving this reason were men. One could only speculate with regard to the cause of this inconsistency.

It may be recalled from Chapter II that one study reported 11 per cent had dropped to transfer to another school. This is quite a large difference since 26 per cent gave this reason in this study. Additional information is given about the transfers from Eastern later. Separate responses for leaving--which were given by drop-outs--are also indicated later.

Of the reasons specifically enumerated on the questionnaire, the reason most infrequently given was "to take a rest from my studies." This is interesting because of all the reasons, this one is probably the least socially acceptable. In a sense, this might corroborate the idea of ego-defense.

The preceding information and tables pertain to the classes as a whole and there is no division of sex. Some of the reasons for leaving which were indicated might be more meaningful if each reason were considered in terms of the per cent of men and women answering each item. Table 13 indicates the percentage of men and women responding to each enumerated reason. Of the 241 questionnaires received, 56.7 per cent were answered by women and 43.3 per cent were answered by men.

In general, one might conclude approximately as was concluded from reports of other studies concerning the drop-out problem.

1. The same general reasons seem to occur but there is sharp disagreement about the main reasons (if there are any from one college to another).

2. The reasons given by the drop-outs probably represent their best conscious effort to determine a cause.

Tables 14, 15 and 16 present data in response to item "h" which was concerned with students who transferred to another school (see

questionnaire in appendix). Some drop-outs only checked the item and gave no additional information while others gave only partial information. Over half who transferred indicated that they did so because Eastern didn't offer the desired course, for example, engineering and allied fields of medicine. The majority manifested no hostilities toward Eastern.

TABLE 13

PER CENT OF MEN AND WOMEN RESPONDING
TO EACH ENUMERATED REASON

Reason for departure	Number	Men	Women
a. To pursue another occupation or profession not requiring more school.	42	35.9	64.1
b. For financial reasons.	57	50.9	49.1
c. To go into the armed forces.	10	100.0	. .
d. To get married	75	20.0	80.0
e. Because of poor health	16	33.3	66.7
f. To take a rest from my studies	5	20.0	80.0
g. To take care of problems and responsibilities at home	26	59.1	40.9
h. To transfer to another school of any type.	60	71.7	28.3

TABLE 14

SCHOOL TO WHICH THE DROP-OUTS TRANSFERRED

School	Number
University of Illinois.	28
Southern Illinois University.	8
Other schools indicated, but none more than once	22
Checked transfer item, but gave no additional information	5
Total.	63

TABLE 15

COURSES TAKEN AT SCHOOLS TO WHICH
THE DROP-OUTS TRANSFERRED

Course	Number
1. Engineering.	11
Business	
2. Social Science	12
Humanities	
Law	
3. Natural science, excluding medicine	12
4. Medicine and allied fields	9
5. Arts	8
6. Didn't answer this question. . . .	<u>6</u>
Total	58

TABLE 16

REASONS GIVEN BY STUDENTS FOR TRANSFERRING
TO ANOTHER SCHOOL

Reason	Number
1. Course not offered at Eastern.	30
2. Proximity to husband, home or friends.	8
3. Didn't like academic standards at Eastern (low).	2
4. Wanted broader curriculum.	2
5. Poor housing	1
6. Wanted better name school.	1
7. No challenge	1
8. Unfriendly atmosphere.	1
9. Not enough student jobs.	1
10. Decreased opportunity.	1
11. Despised modern dance.	1
12. Nothing to do on weekends.	1
13. Priesthood	1
14. Didn't answer this question.	<u>7</u>
Total	58

The following information was obtained in response to the question concerning other reasons for leaving Eastern. Some of the separate reasons given would have coincided with the enumerated reasons. But since the drop-outs felt that they would rather indicate their reason separately, it was decided to preserve their comments. The responses are largely miscellany and no grouping pattern is practical.

I was unhappy at the house I lived in and saw no chance of improving my situation.

I was interested only in the secretarial aspect of Business Education.

I received a job teaching second grade at a Lutheran school.

I taught one year on a provisional certificate.

Was undecided as to any future plans, and I quit school to farm with my father.

Desire to attend two years at denominational school.

To have two children. Between times I have been taking courses and will graduate soon.

Did not desire to be a teacher, decided too late about it.

Had to go with husband who is working on his Doctor's degree at another school.

There was not enough challenge in my studies, so I got bored.

Moved to another state while my husband was in the service.

I decided I wouldn't make a good teacher and should try beauty culture.

Fatal illness of my father.

Could not find a place to live.

I started too soon after my discharge from the service. I could not get myself in the proper frame of mind.

I wanted a bigger and better name school.

I had attended school in Charleston from grade school and was tired of going to school there.

Air Force R. O. T. C. was offered at the school to which I transferred.

Quest for adventure. Went to California with desire to continue to continue my schooling.

I am now teaching typing on an emergency basis. I am going to finish my schooling starting this summer.

I was expecting a baby.

I left to begin to teach at the elementary level.

I left to begin to teach at the junior high level.

I was pressured into quitting by my mother and my father.

I was interested in secretarial work and took all of these my first year.

I left Eastern to move to Oregon to be near my parents.

I completed the advanced business courses the first year and did not desire further training because I did not want to teach.

I had to move to another location when my husband graduated.

I was offered a teaching job before I graduated, so I took it.

I was doing student teaching at the lab school at the time. It was making a nervous wreck out of me. I couldn't satisfy my supervising teacher. I guess I am one of those people who can't accept failure, so rather than make failing grades, I withdrew.

I was 43 years old when I started my freshman year.

It was unappealing because of its size and unfriendliness.

The following table represents evaluations made by those drop-outs to whom the questionnaire was sent. Some did not attempt to evaluate while others only partially evaluated the questions asked.

The per cent of drop-outs that did not evaluate each question is indicated in the table. It is possible that some did not evaluate questions because they did not know what the questions meant or they had never been exposed to some of the services offered by Eastern. Apparently a large proportion felt strongly that housing facilities were not adequate. Answers to question "h" are given separately after the table.

TABLE 17

DROP-OUT EVALUATIONS OF PROGRAMS AT
EASTERN ILLINOIS UNIVERSITY

Program for Evaluation	Per- Cent Yes	Per- Cent No	Per Cent No Response
a. Were the facilities and atmosphere adequate and proper for studying?	87.1	6.2	6.7
b. Was the instruction good?	85.5	6.2	8.3
c. Were there enough means of financial assistance such as part-time employment, scholarships, etc.?	58.1	23.2	18.7
d. Were the student personnel services adequate? (I.E. anything not instructional, e.g. counseling, reading, speech, hearing, etc.?)	76.4	4.5	19.1
e. Were the course offerings adequate?	73.0	17.0	10.0
f. Were the housing facilities adequate?	61.8	26.1	12.1
g. Were there enough extra-curricular activities, friendships, and social satisfactions?	81.7	9.1	9.2
h. Can you think of any ways by which Eastern could improve its program or better satisfy the needs of its students? If yes, please explain.			(Presented Separately)

It might be of value to mention that of those who suggested that the housing facilities were not adequate, 46.6 per cent were women and 53.4 per cent were men; of those who suggested that the course offerings were not adequate, 43.3 per cent were women and 56.7 per cent were men; and, of those who suggested that there were not enough means of financial assistance, 17.5 per cent were women and 82.5 per cent were men.

Comments which were given as responses to question "h" are divided into the following groups.

1. Comments related to subject matter and instruction.
2. Comments related to school facilities.
3. Comments related to pupil personnel services.
4. Comments related to school social functions.
5. Comments related to the community.
6. Comments which were labeled as miscellaneous.

Subject Matter, Instructional

Botany should cover more local crops instead of a bunch of foreign plants, etc.

A better and complete education department to help future teachers.

More undergraduate courses offered at night, such as science courses.

Offer more major fields of study. Break away from curriculum slanted toward teacher education.

Advise business school to use case study system.

Offer correspondence courses for students like myself who can't quit working to finish school.

I would like to see Eastern offer a Bachelors Degree in Engineering.

A greater religious emphasis, morality building.

In studies, the reason for knowledge and wisdom should be stressed more with the acquisition of them.

Add more colleges to the school.

In the teacher training curriculum, allow more courses to be taken in the major field and not so many in professional education.

Better instruction in courses other than science and math.

A tougher curriculum would soon curb the partying.

Library science courses not adequate major needed to prepare school librarians.

At the time I attended E. I. U., there could have been an improvement instruction (some professors were only drawing a salary) and course offerings.

Many high school grads desire further training in a given field but do not wish to teach and some do not care about a degree. Perhaps some program has already been developed to meet their needs, but still Eastern is considered a teacher college by many.

I think Eastern could better serve the community needs by offering adult courses to citizens. For instance, courses in which a student could attend lecture and class for several hours, one evening a week and then pursue on his own the study and research. I would like to work toward a degree but can not attend daily sessions.

Leave out some of the required courses that are just taking up the time of the students. I think a foreign language would be a good thing for all students.

In the home economics program, the students are required to live in the home management house. It seems to me that too much time is required for the immaculate housekeeping than is required.

A religion study course, study of principle religions of the world.

Give speech class sometime during freshman year.

School Facilities

Build a swimming pool and have it as one of the P. E. courses.

More research facilities in the library.

More business machines of the kind on hand.

The science department is being cooped into one building and this is limited. More building space, classroom research room should be provided for them.

Housing not adequate.

Establish a student school postal office at or near Old Main.

Not enough part-time employment opportunities.

Campus housing for married students too expensive for most students.

Possibly a university-controlled student employment service to aid students in getting part-time employment while enrolled in school at Eastern.

I think job opportunities could be offered.

I found that the size of the science building and the department to be inadequate.

I was a music major and had a great deal of trouble getting a piano to practice on. I also could not find part-time employment.

The men's dormitory was seriously lacking in adult management and organization the two years I lived there.

A union building which has since been acquired.

More class rooms.

The biggest problem seemed to be housing. I enrolled as a single person and had quite a problem then. After I was married it was even more difficult. My husband needed part-time work which he was unable to find.

I think the dormitory food could be improved considerably.

I was here just a short time but was extremely unhappy with the housing I fell heir to.

Student Personnel Services

Have the advisor of the two-year general students go along with them instead of trying to talk them out of it all the time.

More time should be spent with the advisors assigned to the students at registration, especially during the freshman year. There is too little time to map a study plan that will best suit the students' needs.

In my case, a more thorough knowledge of requirements of other schools by my advisor would have helped.

Teacher-student conferences, especially to encourage freshmen to confer with instructors.

Was hard to find teachers in offices when help was needed.

School Social Functions

Provide more interests and organizations for the independent students.

More all-campus organized activities. By letting students know of tryouts for musical or sports activities. If you were not, for example, a music major you did not know about tryouts for chorus, band, etc., unless you found out by accident. This went for all organizations in which you might want to join.

Offer more social activities such as dances or concerts.

Find things they can do in their spare time.

Interest students not able to afford or not interested in the greek groups to join the independent groups such as the I. S. A.

As I remember, there were some weekends that were dull. More recreational activities on weekends such as jam sessions, etc., will keep students on campus instead of it being a suitcase college. This might endorse more school spirit for football and basketball.

I feel that there was definite lack of companionship for students who were more timid and lived off campus. Possibly something could be done to force them to participate in social activities, thus rewarding them with a more complete college life.

Far too much partying goes on: a university atmosphere instead of a secondary school atmosphere would be an improvement.

Outside entertainment closer to campus. Student polls of instructors (qualifications and personality).

Abolish sororities and fraternities.

Eastern is handicapped by controlling Greeks. Independents had no social activities. At Southern, the independents were equal to the Greeks.

As far as social life goes, Eastern is nil. There are not enough formal occasions.

I made better friendships at the other college I attended.

There could have been some organized student activities on the weekend.

Since there are no recreational facilities in the Charleston area, more planned student activities should be sponsored. Non-greek students are really left out.

More students need to stay on campus weekends and enjoy the social life as well as the studies.

I believe there should be more cultural programs for the students such as name bands and orchestras.

Community

The community of Charleston should try to open up part-time jobs for students.

The housing for students could be bettered somewhat, especially the independent qualifications or private homes facilities.

Not enough restaurants for students living off campus.

My husband needed part-time work which he was unable to find.

The rent was extremely high in Charleston, off campus. Better housing and cheaper rent was definitely needed.

Make efforts to attracting better eating and social establishments other than school controlled.

Miscellaneous

I believe higher standards should be set for the students. Cheating was made very easy for irresponsible students and I thought the courses were too easy for college students.

Registration was terrible.

I think "quiet hours" should be observed in the dorms.

At the time I left Eastern, the standards were too low.

Keep the friendly atmosphere students and faculty.

Don't be afraid of growing, but still, don't lose that personal touch.

The one thing that irked me most was individuals that needed good grades getting them over individuals which did better work. (Especially in the P. E. Department)

I hope Eastern will always be able to offer teachers as well-qualified and dedicated as those I had in the field of science.

Put more emphasis on sports.

I think Eastern should be more selective about the students they admit. Some of my classmates were really backwards, both in brains and sociability.

The quarter system is very good. The teachers are teachers, not instructors, and the entire attitude of them makes a person feel welcome and wanted.

E. I. U. should remain a small school.

I would suggest a work scholarship for married students.

Treat students more like men and women rather than children.

It would help if they could bring up their standards for admission. This is impossible, however, so Eastern will probably continue to be an easy school.

I think there could be a much better working agreement between the administrative and business offices. I also feel that these same offices have entirely too much deadwood in them and could use a considerable amount of straightening out. The people that work in the offices at Eastern should be required to go through an orientation course on human and public relations.

Expand, but try to maintain the present friendly atmosphere.

CHAPTER V

SUMMARY

This project has been a type of study called a follow-up. A follow-up study is one part of a guidance program which seeks to obtain information for the purpose of evaluating various programs of the particular school. It is hoped that this paper will provide such information.

The specific objectives of this study are the following.

1. To present a follow-up study which has sought to determine the reasons for student departure.
2. To establish a categorical pattern for two classes of entering freshmen.
3. To obtain some evaluation from these departed students relative to various programs offered to the students of Eastern Illinois University.

Studies of drop-outs in other schools have revealed a multitude of reasons for leaving school, and--in general--the same reasons seem to occur from one school to the next. However, there seems to be disagreement concerning the main reason or reasons for leaving school.

In considering the drop-outs in this study, a questionnaire was sent to that particular group of the drop-out population who voluntarily dropped from school but were not on probation. It was this group of drop-outs for which the least amount of information seemed available. It was also suggested that this group would probably feel less

hostility toward the school than those who were dropped for low scholarship and, therefore, would present a truer evaluation of Eastern. The initial questionnaire and letter were supplemented by a follow-up questionnaire and letter. The total return for those who received the questionnaire was 68.6 per cent. Of this total, 29.6 per cent were men and 39.0 per cent were women.

In the categorization of 1550 entering freshmen in the fall quarters of 1955 and 1956, the following information was presented.

1. Graduated before fall quarter, 1960, 39. per cent.
2. Voluntarily dropped, but were not on probation, 25 per cent.
3. Voluntarily dropped, but were on probation, 15.1 per cent.
4. Were dropped because of low scholarship, 13.5 per cent.
5. Were in school during the fall quarter, 1960, 4.9 per cent.
6. Had records which were inaccessible, 2.3 per cent.
7. Died while in school, 0.2 per cent.

The questionnaire was sent only to those who dropped voluntarily but were not on probation. These drop-outs gave the following reasons for departure.

1. To pursue another occupation or profession not requiring more school, 17.4 per cent.
2. For financial reasons, 23.6 per cent.
3. To go into the armed forces, 4.1 per cent.
4. To get married, 31.1 per cent.
5. Because of poor health, 6.6 per cent.
6. To take a rest from my studies, 2.0 per cent.
7. To take care of problems or responsibilities at home, 10.8 per cent.
8. To transfer to another school of any type, 26.1 per cent.

9. For reasons other than those listed above, 13.3 per cent.

Of those who dropped because they wanted to transfer to another school, the majority transferred to the University of Illinois or Southern Illinois University and the majority transferred because the course they desired was not offered at Eastern.

It was suggested that this study is consistent with the patterns established in previous studies relative to reasons for dropping out. These general conclusions were the following.

1. The same general reasons seem to occur.
2. There is very little agreement concerning the main reason or reasons for departure.
3. At best, the reasons indicated by drop-outs are probably their attempts to give the conscious, causal motives for their behavior.

In that part of the questionnaire in which the drop-out was asked to evaluate the school, the following percentages of negative replies were obtained.

1. Indicated that the facilities and atmosphere were not adequate for proper studying, 6.2 per cent.
2. Indicated that the instruction was not good, 6.2 per cent.
3. Indicated that there were not enough means of financial assistance such as part-time employment, scholarships, etc., 23.2 per cent.
4. Indicated that the student personnel services were not adequate, 4.5 per cent.
5. Indicated that the course offerings were not adequate, 17.0 per cent.
6. Indicated that the housing facilities were not adequate, 26.1 per cent.

7. Indicated that there were not enough extra-curricular activities, friendships, and social satisfactions, 9.1 per cent.

8. Many indicated other ways by which they thought Eastern could better satisfy the needs of its students. Most of these suggested ways were in the realm of subject matter.

A study such as this might be more meaningful if it were followed by additional related studies. For example, one might wish to correlate grade point averages, general ability tests, reading tests, English tests, high school rank, or age with a particular group of the drop-out population or the graduates of one or both classes. One might also be interested in what type of work drop-outs do once they withdraw from school. It might be interesting to see what percentage of the graduates that Eastern trains for the teaching profession endure in the profession. And lastly, a follow-up study similar to this one in about five years might assist in confirming the information obtained in this study.

Most authorities suggest that follow-up studies are often neglected. One possible cause of this neglect is the consumption of time necessary in locating and examining records before a contact with students or ex-students is ever made. The thought of this processing of records is discouragement enough to want to discontinue planning.

If anyone would like to do additional research which is directly related to this project, the preliminary problem of locating records will be largely obviated. The lists of names of all of the entering freshmen for the fall quarters of 1955 and 1956 which were utilized in this study might be secured from the Reading Clinic at Eastern Illinois University. By each name one can determine whether such-and-such a student was dropped for low scholarship, was on probation when he dropped, or had graduated.

The addresses of those students who dropped voluntarily but were not on probation can also be found in the Reading Clinic.

APPENDIX

Samples of the Questionnaire,

Initial Letter and

Follow-up Letter

EASTERN ILLINOIS UNIVERSITY
Charleston, Illinois

Name _____ Date _____

I. Please check one or more and give needed information in your responses to this statement. I left Eastern Illinois University for the following reason or reasons.

- a. _____ To pursue another occupation or profession not requiring more school
- b. _____ For financial reasons
- c. _____ To go into the armed forces
- d. _____ To get married
- e. _____ Because of poor health
- f. _____ To take a rest from my studies
- g. _____ To take care of problems or responsibilities at home
- h. _____ To transfer to another school of any type
 Name of the school to which you transferred _____
 Course taken at school to which you transferred _____
 Why did you transfer? _____
- i. Are there any other reasons for your departure from Eastern? If yes, please explain. _____

II. What did you think of Eastern Illinois University? (Please answer yes or no.)

- a. _____ Were the facilities and atmosphere adequate and proper for studying?
- b. _____ Was the instruction good?
- c. _____ Were there enough means of financial assistance such as part-time employment, scholarships, etc.?
- d. _____ Were the student personnel services adequate? (i.e. anything not instructional, e.g. counseling, reading, speech, hearing)
- e. _____ Were the course offerings adequate?
- f. _____ Were the housing facilities adequate?
- g. _____ Were there enough extra-curricular activities, friendships, and social satisfactions?
- h. _____ Can you think of any ways by which Eastern Illinois University could improve its program or better satisfy the needs of its students? If yes, please explain. _____

EASTERN ILLINOIS UNIVERSITY
Charleston, Illinois

To Former Students of Eastern
Illinois University:

Eastern Illinois University is conducting a follow-up study of students who have entered college but did not finish. With your help, some idea might be established relative to why students have dropped.

Would you be kind enough to answer the questionnaire enclosed and return it to me? Your answers will be considered confidential and will be used to improve the school program for the benefit of future students.

I am sure you know how grateful we will be for any information you might send us.

Sincerely yours,

David McInroe, Assistant
Testing Services

EASTERN ILLINOIS UNIVERSITY
Charleston, Illinois

To Former Students of
Eastern Illinois University:

Some time ago you received a letter and a questionnaire concerning the reasons which caused you to leave Eastern. It may be that you have forgotten or didn't have the time. It is very important to Eastern Illinois University that you complete the questionnaire and return it.

I am enclosing another blank. Will you return it as soon as you can? I am sure you know how grateful we will be for any information you might send us.

Sincerely yours,

David McInroe, Assistant
Testing Services

DM:rm

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